



In the Face of DISASTER

An Agent Toolkit for Disaster Readiness and Response

TOOLKIT GUIDE

RATIONALE

Kentuckians have experienced firsthand how natural disasters can occur any time and often with little warning. Disasters take many forms, and most areas of family life feel their effects. Because there is no “one-size-fits-all” disaster model, planning community outreach can be challenging. To offer agents a structured-yet-flexible approach to natural disaster programming, the Kentucky Family and Consumer Sciences Extension Service has developed *In the Face of Disaster: An Agent Toolkit for Disaster Readiness and Response*.

GOAL

We designed this toolkit to equip FCS agents to better meet the unique needs of their counties and clients as they prepare for and respond to natural disasters.

OBJECTIVES

*As a result of participating in an **In the Face of Disaster** program, participants will be able to:*

- List steps they can take to prepare for a natural disaster,
- Find reliable resources on disaster preparation and/or response, and
- Identify items to include in a disaster kit.

RESOURCES FOR LEADERS

The *In the Face of Disaster* toolkit guide walks agents through a variety of programming options and delivery methods including (1) presentations, workshops, and webinars; (2) demonstrations and booths; and (3) community panels. This is a **multidisciplinary resource** that allows agents to select programming material by FCS content area. Further, the toolkit organizes existing internal and external materials, and includes new Kentucky Extension resources like the *In the Face of Disaster* publication and podcast series.

TOOLKIT AREAS OF FOCUS

For each of the FCS content areas below, *In the Face of Disaster* offers various educational materials that allow for a variety of county programming options that will be discussed in this Toolkit Guide.

1. *Protecting Your Family and Home*

While you have little control over disasters, there are steps you can take before a disaster occurs to keep your home and family safe. Preparing in advance may be especially helpful when disaster comes with little warning. We offer ways to protect your family and home before a disaster occurs. Topics include creating a plan, assembling an emergency kit, understanding alerts and warnings, and considerations for different types of natural disasters like fires, floods, earthquakes, landslides, winter weather, storms, and tornadoes. Additionally, we explore safety steps you can take after a disaster to protect your family and home.

2. *Food and Water Safety*

Basic needs are a priority when preparing for or responding to a disaster. Every person in the household needs adequate food supplies and safe drinking water. Managing safe food and water will look different depending on the disaster. This section will provide practical steps for storing ample food and water in preparation for disasters and how to ensure safe food and drinking water during disaster response. We place emphasis on meeting the unique food and water needs of each individual and family since needs are different for everyone across the lifespan. Provided content also focuses on medications, electronic health devices, and pets.

3. *Family Finance and Resource Management*

A little planning can go a long way toward making sure you are prepared to cover costs that could arise in the event of an emergency. Topics include building emergency savings, gathering important documents, and updating insurance coverage. Further, while it is best to be financially prepared before an adverse weather event, there are steps you can take to protect your property and finances in the aftermath. We provide financial management strategies to use following a natural disaster, along with tips for disaster-related scam and fraud prevention.

4. *Caring for Aging and At-Risk Populations*

A challenge people with access and functional needs or disabilities face when experiencing a natural disaster is that their needs do not go away in a state of emergency. As a result, preparedness planning requires additional considerations. This section provides practical planning tips and resources for individuals and caregivers who have family members who may not be able to get out of danger's way. Topics include mobility, transportation, medication, cognition, and psychological consequences. Also included are risk and safety considerations after a natural disaster.

5. *Navigating Trauma*

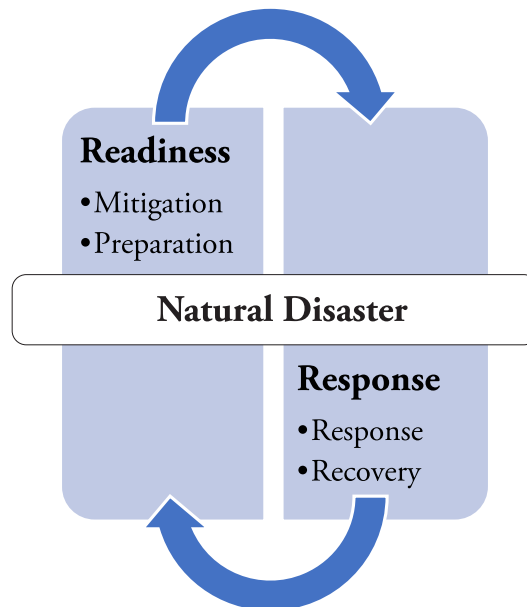
Trauma is our body's response when we experience an event that is life-threatening or emotionally hurtful. A simple way to think about trauma is to consider your maximum amount of stress, in response to an uncontrollable event, that disrupts your ability to cope because of the significant loss of relationships and things necessary to meet your basic needs. This section provides valuable tips and skills to help in recognizing and coping with trauma as well as how to help others in the community who might experience trauma.

UNDERSTANDING THE PHASES OF DISASTER MANAGEMENT

The guidance and resources in this toolkit follow the National Disaster Recovery Framework (NDRF) developed by the U.S. Department of Homeland Security. The NDRF suggests ways to effectively meet the needs of members who experience the hardships of financial, emotional, and/or physical impacts of devastating disasters. The four general phases of emergency management include:

- **Mitigation:** Reducing the impact of potential hazards before an adverse event occurs. This includes assessing personal vulnerabilities and property hazards, as well as taking the necessary steps to protect people and property.
- **Preparedness:** Building the capacity and capability of the household, organization, or community to manage the effects of a disaster. This includes disaster plan development, resource gathering, and practicing for disaster.
- **Response:** Acting quickly to save lives, protect property and the environment, and meet basic human needs after an emergency. This includes ensuring physical safety, plan implementation, basic needs prioritization, property preservation, shelter, and evacuation.
- **Recovery:** Working to restore and return the family, organization, or community to normalcy (or a “new” normal) as soon after a disaster as possible. This includes emotional, physical, and economic recovery, property cleanup, and rebuilding.

For the purposes of this Toolkit, we will refer to disaster or emergency management using two broad categories: *readiness* and *response*. In the graphic, you can see how each of the four phases relate to pre- and post-disaster actions.



For more information on the National Disaster Recovery Framework, visit:
<https://www.fema.gov/emergency-managers/national-preparedness/frameworks/recovery>

IDEAS FOR PROGRAMMING

In the Face of Disaster: An Agent Toolkit for Disaster Readiness and Response is intended to be a comprehensive, multidisciplinary resource that addresses many areas of family life that are often affected when a natural disaster occurs. While one resource can never cover every aspect related to a disaster, you can use the materials and resources in the Toolkit in a variety of ways, depending on your audience, topic, venue, and time allotment. This flexible design should help you better meet the needs of your clients and community.

Below are suggestions for how to use the materials in the toolkit, including but not limited to: (1) presentations, workshops, and webinars, (2) demonstrations and booths, and (3) community panels.

In general, toolkit resources will focus on either disaster *readiness* or *response*. **However, be mindful to include disaster response tips as part of your readiness programming.** In other words, you want to educate your clients on how to respond after a disaster strikes before the disaster actually occurs.

After a disaster occurs, there are additional existing programs and resources that may be relevant in your community if “regular” programming is put on pause. Examples include food storage and preparation, household waste management, family hygiene, home cleanliness, stress management, basic life skills, or grief management, as well as those posted in Tab 9: Internal Resources on the ITFOD website.

PRESENTATIONS, WORKSHOPS, AND WEBINARS

You can create traditional, lesson-based programming such as presentations, workshops, and webinars using the resources available in the Toolkit. Use the Table of Contents to locate the **corresponding binder tab** for the resources you need (i.e., publications; PPT slides and speaker notes; activities, handouts, evaluations). An overview of Tabs 2 through 6 is detailed below.

For online presentations and webinars, consider your audience and what resources you can provide ahead of time or as a follow-up through email, standard mail, or grab-and-go bags.

Tab 2. *In the Face of Disaster* Publication Series

The following Extension publications were created to support the five major topic areas discussed in this toolkit. For topics with “before/after” publications, they are designed to complement one another. Thus, we suggest providing both publications to your audience when discussing that specific topic.

- a. *Preparing Your Family and Home Before a Natural Disaster*
- b. *Protecting Your Family and Home After a Natural Disaster*
- c. *Considerations for Food and Water Before a Natural Disaster*
- d. *Keeping Food and Water Safe After a Natural Disaster*
- e. *Financial Considerations Before a Natural Disaster*
- f. *Financial Management After a Natural Disaster*
- g. *Considerations for Older Adults and People with Disabilities Before a Disaster*
- h. *Helping Older Adults and People with Disabilities Cope After a Disaster*
- i. *Navigating Trauma After a Natural Disaster*

Tab 3. Presentation Slide Decks with Speaker Notes

Coordinating PPT slide decks with speaker notes have been created to complement the publications for each topic below. Each slide deck contains content for both *before/readiness* and *after/response*.

- a. Family and Home
- b. Food and Water
- c. Financial Management
- d. At-Risk Populations

Tab 4. Corresponding Lesson Activities

When teaching a lesson, you may choose to integrate learning activities for participants to complete during your presentation or workshop. Three activities are included for you to use as you choose.

Note: If conducting an online presentation or webinar, consider ways you can adapt the activities for use with a digital audience or send them as handouts.

- a. *Icebreaker* (Group activity)
- b. *Building an Emergency Fund* (Can be used for “homework” as well)
- c. *Natural Disaster Scenarios* (Can be used in small or large group settings)

Tab 5. Handouts

There are times when it may be helpful to send participants home with activities for “homework” and/or handouts that provide additional information and resources. Included are four supplemental handouts that complement the publications and PPTs. You can find additional Internal and External Resources in Tabs 9 and 10.

- a. *Creating a Disaster Preparedness Kit* (Family or General Readiness)
- b. *Home Inventory Checklist* (Financial Response)
- c. *Conversation Tracker* (Financial Response)
- d. *Replacing Important Papers in Kentucky* (Financial Response)
- e. *County Contacts List (General Agent Readiness)*
- f. *Sample Menu Ideas (Food preparation)*

Tab 6. Evaluation

Tips for measuring program success are offered on Pages 10-12 of the Toolkit Guide.

DEMONSTRATIONS AND BOOTHS

As a Family and Consumer Sciences agent, you know learning doesn't always happen in a structured "lesson" format. For example, someone might ask you to host a "family safety and disaster preparation" booth for a local community event. Or you may receive a request to create a demonstration for a county health fair.

When these requests come in, consider two things: (1) the topics most relevant for your county or region of Kentucky and (2) the time of year. For example, an event held in late fall could focus on preparing for ice storms. A booth at a spring event could focus on preparing for storms and tornadoes.

Also, take into consideration the requests of your audience. For example, did they specify home or food safety considerations? Financial management tips? Trauma resources? How to create an emergency kit? Meeting the needs of aging or other at-risk populations?

When setting up a booth or display, think about **visuals** or **giveaway items** that will *quickly* convey the message you want to share. Remember, your visitors will likely just be passing by, so you will need to keep your display simple and straight-to-the-point so they can get the message in an instant.

The following tips will help you build a more dynamic booth or display:

- **Have a "hook."** In other words, prepare one brief message or phrase you can share quickly to let people know what your booth has to offer. The message may be different at different events, so keep your topic and audience in mind.
- **Be interactive.** For instance, if you display a sample emergency kit, let people handle the different parts and ask questions. Then before leaving, offer them the handout *Creating a Disaster Preparedness Kit* (Section 5 of this Toolkit) so they can build their own emergency kit at home.
- **Give something away.** People who visit booths often look for giveaways. If possible, choose functional items related to your theme. Examples of incentives that pair well with the Toolkit may include whistles, first aid kits, flashlights, notebooks, measuring spoons or cups, hand sanitizer, toothbrushes, or multipurpose tools. The ideas are limitless! (*Note: Keep these giveaway items clearly separated from your demonstration items that aren't meant to be taken.*)
- **Partner up.** Local community partners may have freebies or resources to share. If your budget does not support giveaway items, brainstorm community partners who are willing to donate useful items in collaboration with Cooperative Extension.
- **Save a tree.** Limit paper handouts and brochures. It's tempting to cover the table with information, but too many handouts may be confusing, create clutter, or they'll likely end up in the trash. Select the most relevant publications, fact sheets, etc., to hand out based on the specific topic of your booth or demonstration.
- **Connect to your clients.** Make sure any resources you share have contact information for you, your county Extension office, and a link to a website where people can find additional information. Also, it is good practice to bring business cards to these events if someone asks how to follow up with you directly afterwards.

Sample Disaster Preparedness/Emergency Kit

The following items were provided during the *In the Face of Disaster 2023* training to help agents build a sample emergency preparedness kit to use during demonstrations, booths, or lessons. Below each item is a brief explanation of its intended purpose.

Refer to the handout *Creating a Disaster Preparedness Kit* (Tab 5 of this Toolkit) for a more comprehensive list of additional items to consider when building a sample emergency kit for use with disaster-related programming.

- ***Plastic storage tote with latch-down sides***

Not only can a plastic storage tote with latch-down sides house your demonstration materials, it can protect the items in your kit from water and keep out pests.

- ***Over-the-Shoulder Backpack***

In the event of an emergency that requires you to quickly vacate your home, it is important to have a dedicated backpack that will allow you to carry essential materials comfortably and easily.

- ***Weather Radio***

The Midland WR120 NOAA Weather Alert Radio will sound an alarm indicating when there is a risk of severe weather hazards and emergencies in your area. It features S.A.M.E. (Specific Area Message Encoding) programming that automatically locks on to your county's NOAA weather radio signal requiring minimal programming from the user. You can program the radio to receive weather alerts from up to 25 different counties and be alerted only when those specific counties are threatened. When using this item for demonstrations, discuss the safety features of the radio, and the different types of weather advisories, watches, and warnings. It pairs well with the family and home safety publications.

- ***Fireproof/Waterproof Folder or Document Bag***

The provided fireproof/waterproof document bag is made with fire retardant, silicone-coated fiberglass that withstands temperatures up to 2000 degrees F. It is sealed with two waterproof zippers for added protection against water damage. This type of bag is useful for storing important documents such as birth certificates, passports, etc. The bag is foldable and durable to put in a fireproof/waterproof safe and you can transport it easily if you need to evacuate your home. When used in a demonstration, point out the bag's fire and safety protection features. This item pairs nicely with the *Creating a Disaster Preparedness Kit* handout (Section 5 of this Toolkit) along with the financial publications and resources.

- ***Manual Can Opener***

An often overlooked item to have during a disaster is a manual can opener. You can use it to open commercially canned food or bottles with a crimped lid. When using it in a demonstration focus on two areas: (1) Show the parts of the can opener: the arms, the wedge (circular blade that cuts the can), the knob (piece that allows you to turn the blade), and the bottle opener portion; (2) Demonstrate opening a can of food. For example, walk participants through these steps: Open the arms of the can opener and position the wedge on the inside rim of the can. Make sure the blade is in line with the can and not at an angle. Squeeze the arms together until you feel the blade has pierced the lid. Turn the knob clockwise so the blade begins cutting through the lid. The can will naturally rotate as you move around the can. Keep turning the knob until you have cut around the lid. Use caution when removing the lid as it will be sharp.

- ***Gallon-Size Measuring Cup and Measuring Spoons (including 1/8 teaspoon)***

In an emergency, you can use a gallon-sized measuring cup, measuring spoons, and bleach to disinfect water to make it drinkable or to sanitize canned goods and surfaces after a flood. This demonstration pairs well with the food and water safety publications.

It is important to show the bleach container and where to find the percentage **sodium hypochlorite**. It should be between 5% - 9%. Also show on the container where the bleach is **unscented**. It should not be scented.

Demonstrate *water disinfection* using the following steps:

- (1) Show the units of measure on the measuring cup: 1 gallon = 4 quarts
- (2) Show the measuring spoons. The 1/8 teaspoon is the smallest spoon.
- (3) The recipe for disinfection is 1/8 teaspoon bleach mixed with 1 gallon water.
- (4) If the water is cloudy, use 1/4 teaspoon bleach mixed with 1 gallon water.

Note: When using the water to sanitize canned goods or surfaces after a flood, the recipe is different. It is 1 cup bleach mixed with 5 gallons water. Emphasize the recipe is different and more concentrated.

COMMUNITY PANELS ON DISASTER READINESS AND RESPONSE

In Kentucky, we must prepare for all types of natural disasters including tornadoes, flash floods, winter weather, earthquakes, and thunderstorms. Each of these situations can bring power outages and disruption to our usual routines. By bringing together a panel of county, regional, or local personnel, participants can learn how their community plans to respond to emergency situations and what they can do to be prepared. This panel informs community residents about how they can support and aid response initiatives by public safety and emergency management, either by following direction from these entities or volunteering to support their community.

Suggested panelists include representatives from the following organizations:

- Cooperative Extension office
- Fire department
- Law enforcement
- Emergency Management Agency
- Health department
- Area development district
- Senior citizens center
- Local humane society
- American Red Cross
- Nonprofit organizations

Community panels can promote county collaboration and partnerships, or they can focus on one or more specific topics or organizations. For example, you could host a panel with the local senior citizens center and focus on winter weather safety for older adults (e.g., resources available for individuals, preventing falls). Or, if space is available, hold larger events that are community-wide with general readiness and response topics. Panelists for this may include three or four representatives from these organizations.

Tips for Successful Panels:

- Most panels will last anywhere from 45 minutes to 2 hours depending on your topic.
- Consider giving your panelists questions and/or topics ahead of time.
- Additionally, allow time for participant Q&A. Be prepared to serve as a moderator.
- Before your panel, ask panelists for brief bios you can use to introduce them.
- Ask panelists if they have any giveaway or informational items they can give to participants during your event.
- Prepare Extension handouts or giveaways that compliment the panel topics. This not only provides participants with additional information they can reference later, but it also redirects clients back to Kentucky CES and your county Extension office.
- Follow up with a note and/or token of appreciation to all panelists after the event.

ADDITIONAL TOOLKIT COMPONENTS

Tab 7. *Navigating Trauma after Natural Disaster*

Trauma is our body's response when we experience an event that is life-threatening or emotionally hurtful. The traumatic event can disrupt your ability to cope because of the significant loss of relationships or things necessary to meet your basic needs. The lesson will prepare community members to understand trauma and signs of trauma, and how to cope and respond to trauma after a natural disaster.

Tab 8. *Graphic Files*

This section has graphic files of the *In the Face of Disaster* logos, as well as the evaluation links and and follow-up evaluation QR codes. Visit the online toolkit at <https://fcs-hes.ca.uky.edu/ITFOD> to download digital files of these and any other resources contained throughout the Toolkit.

Tab 9. *Internal Resources*

The Toolkit also serves as a repository for existing Kentucky FCS/CES resources that you may find helpful when planning natural disaster programs. See Tab 9 for a detailed list of topics included for each category below and visit the Toolkit website for hyperlinks to each resource.

- a. *Talking FACS* Podcast Episodes
- b. Social media text, graphics, and Radio PSAs
- c. Information Releases and Agent Exclusives
- d. Related *MONEYWISE* issues
- e. Food Safety resources

Tab 10. *External Resources*

In addition to the University of Kentucky resources linked in Tab 9, you may find it useful to post or distribute ready-to-print files from reputable sources like FEMA, CDC, FDA, EPA, and more. Links to external resources across each Toolkit Content Area are compiled and linked in Tab 10.

EVALUATION TOOLS

Because you can use the resources in this toolkit in many ways, we have suggestions for measuring your success.

You can find copies of the evaluation tools referenced below in Tab 6 of the Toolkit.

- ***KERS Indicators***

Three relevant KERS FCS indicators can be used with the provided program evaluation tools. They can be found under *2083 - Emergency Disaster Preparedness - FCS*.

Note: You can add or change indicators in the future in response to natural disasters that affect Kentucky. Always consult current FCS-KERS indicators to ensure you are reporting under the most appropriate number.

Indicator No.	KERS Indicator	Evaluation Tool Response
2083.1	Number of individuals reporting improved knowledge regarding disaster preparedness (such as emergency kit contents; daily water needs for survival; damage assessment; evacuation and sheltering in place plans)	Count the number of individuals who showed increased knowledge on any question listed under <i>Level of Understanding</i>
2083.2	Number of individuals reporting an intent to implement one or more disaster preparedness strategies/plan	Count the number of individuals who checked “Yes” for either of the statements under <i>Behavior Change</i>
2083.3	Number of individuals who have implemented best practices (prepared disaster kits for the home or business, etc.) as a result of Extension programming	Count number of individuals who reported implementing a best practice on <i>Follow-Up Evaluation</i>

- ***Program Evaluation***

You can use survey evaluations with a variety of program delivery methods, including lesson-based presentations and panels. After your program, participants should complete one of the following evaluation methods (paper or digital, not both):

- **Paper evaluations:** A paper evaluation has been created based off of program indicators that can be used across programming formats and content areas.

Please send copies of paper evaluations to Dr. Nichole Huff:

- ***Scans:*** nichole.huff@uky.edu
- ***Paper:*** 102 Erikson Hall, Lexington, KY 40506

Note: If you or someone in your office can enter paper evaluations individually into the Qualtrics form on the next page (*this is preferred*), then you do not need to send hard copies or scans to Dr. Huff.

- **Digital evaluations:** There is also a Qualtrics option for participants to complete online evaluations using a personal computing device.
 - Qualtrics bit.ly link: <https://ukfcs.net/FaceofDisaster>
 - QR code for Evaluation:



- **Follow-up Evaluation**

While initial evaluations help us gauge increases in knowledge and understanding, as well as intended behavior change, follow-up evaluations allow us to measure actual changes in behavior. They also help make our success stories more impactful.

Follow the steps below to collect follow-up program data:

1. Set a reminder on your calendar to alert you **one month** from program end date.
2. **One month** after your program concludes, participants should complete one of the following follow-up evaluation methods (paper or digital, not both):
 - **Paper evaluations:** A paper follow-up evaluation has been created that can be used across programming formats and content areas.

Please send copies of paper follow-up evaluations to Dr. Nichole Huff:

- **Scans:** nichole.huff@uky.edu
- **Paper:** 102 Erikson Hall, Lexington, KY 40506

Note: If you or someone in your office can enter paper evaluations individually into the Qualtrics form on the next page (*this is preferred*), then you do not need to send hard copies or scans to Dr. Huff.

Tip: If you mail out paper follow-up evaluations, include an addressed, stamped envelope and an incentive item (such as a recipe card).

- **Digital evaluations:** There is also a Qualtrics option for participants to complete online follow-up evaluations using a personal computing device.
 - Qualtrics bit.ly link: <https://ukfcs.net/FaceofDisaster-FollowUp>
 - QR code for Evaluation:



- **Success Story Template**

A success story template is in Tab 6 that will allow you to personalize your impact statement using the evaluation data you collected.

PROGRAM ACKNOWLEDGEMENTS

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